E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.4 No.2 2024 Page: 18-26

DEVELOPING SKILLS TO IMITATE SHAPES USING PROJECT BASED LEARNING MODELS, EXPLICIT INSTRUCTION, AND FLANNEL MEDIA IN THE B1 GROUP OF BAKTI 1 ISLAMIC KINDERGARTEN BANJARMASIN

Lutpia Khalifah[1], Nina Permatasari[2]
Universitas Lambung Mangkurat
*Email: 2010126320012@mhs.ulm.ac.id[1], Nina.bk@ulm.ac.id[2]

Abstract
The purpose of the study is to describe teacher activities, children's skills, and children's developmental outcomes in imitating shapes. This research approach uses qualitative with the type of classroom action research, carried out in 4 meetings, the research setting is on the B1 group of children of Bakti 1 Islamic Kindergarten Banjarmasin which amounted to 14 children (9 boys and 5 girls). The data collection technique uses observation. The results of the study showed that (1) the teacher's activity at the 1st meeting received a score of 20 in the "Good" category and continued to increase until the 4th meeting received a score of 27 in the "Very Good" category. (2) Children's Skills in the 1st meeting got a percentage of 0% in the category "No Skilled Children" and continued to increase until the 4th meeting with a percentage of 100% in the category "All Active Children". (3) The results of the development of the ability to imitate shapes at the 1st meeting were 0% and continued to increase at the 4th meeting the score of 100% all children succeeded in developing in the category of "Developing as Expected (BSH), and Developing Very Well (BSB)". Based on the results of the study, it can be concluded that the Project Based Learning, Explicit Instruction and Media Flanel models can develop skills, and the results of the development of the ability to imitate children's shapes very well and all children are active.
Keywords: Fine Motors, Skills, Imitating Shapes, *Project Based Learning, Explicit Instruction*, Media Flannels.

INTRODUCTION

Education is an effort made to develop all the abilities that exist in a person. These self-abilities are obtained from learning and learning to gain knowledge, skills, and develop good behavior (Fitriana & Faqihatuddiniyah, 2022).

Early childhood education aims to optimize Developments that already exist in children include moral and religious aspects, language, cognitive, social-emotional, physical, motor and artistic skills (Rahma & Anggreani, 2024)

Early childhood is a child who is in the process of growth and development, therefore each child has unique characteristics, it can be interpreted that the child has characteristics growth and development in terms of physical, motor, cognitive, social-emotional, artistic and linguistic aspects that affect each other the most which are very fundamental for the next child's life (Fitriana & Faqihatuddiniyah, 2022).

Children aged 4-6 years is the stage where the child is in the golden age phase or commonly referred to as golden age Where at this age children absorb information extraordinarily compared to children over 6 years old, so at this age it is expected to continue to provide stimulation that is appropriate for their age stage (Mahanani et al., 2022).

One aspect of child development that needs to be optimized is the physical

motor aspect. At the age of 5-6 years, the child's fine motor development is more coordinated and skilled. So that the right stimulation is needed to increase its development. So that children in this age range are able to coordinate their eyes and hands in completing their tasks with even better precision (Ministry of National Education of the Republic of Indonesia, 2014).

Fine motor is a skill that coordinates body movements centered on muscles and nerves in more detail. Fine motor also includes abilities related to physical skills related to small muscles as well as coordination of both eyes and hands. Aspects

Fine motor skills can be developed through several activities that are continuous with routines such as writing, scissors and those related to the fingers (Reza and Hananik, 2022)

One of the activities that must be developed in the fine motor aspect of children aged 5-6 years is the activity of imitating shapes. But in reality, there are still many children who are not optimal in doing activities to imitate shapes correctly.

Based on the results of observations in the field that occurred at Bakti 1 Islamic Kindergarten Banjarmasin, almost all children in the B1 group in the fine motor aspect imitating shapes have not developed optimally. In group B1 there are 14 children including 9 boys and 5 girls. Of the 14 children, 4 children with a percentage of 28.57% in the category of (BSH), 5 children with a percentage of 35.71% in the category of (MB), and 5 children with a percentage of 35.71% in the category of (BB).

The cause is the lack of activities that stimulate children's skills in imitation activities. In its use, teachers often use scissor activities where the paper is patterned so that in the activity it has not developed optimally, in addition to that during learning there are still children who still ask for help from others, especially teachers, there are also some children who lack focus on learning activities, this is due to the lack of enthusiasm of children in participating in learning so that it triggers a lack of participation children in participating in learning activities.

The impact that occurs if the problem is not overcome will hinder the development of the child's physical motor aspects, even other developmental aspects. This is important because it is related to the ability of children in their skills to prepare for elementary school to achieve more optimal development. Thus, one of the alternatives offered to these problems is by applying the Project Based Learning, Explicit Instruction, and Media Flanel models. This effort is taken based on examining the causes that cause the existing problems.

Reasons for choosing Model Project Based Learning, Because it is suitable for actively involving children in the learning process so that learning becomes meaningful for children because they experience immediately The learning activity (Rehny & Permatasari, 2023).

To maximize the model Project Based Learning then combined with the Explicit Instruction. Type Explicit Instruction is an approach that can help students learn in a step-by-step manner so that it makes it easier for students to

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.4 No.2 2024 Page: 18-26

understand the learning on that day (Rahmawati & Sari, 2022)

In order to obtain maximum results, the Project Based Learning learning model, as well as Explicit Instruction are enhanced with Flannel media.

The purpose of this study is to describe teacher activities, children's skills, and developmental outcomes of imitating children's shapes through Project Based Learning, Explicit Instruction, and Media Flannel models in children

METHOD

This research uses a qualitative approach with the type of CAR. Classroom Action Research (CAR) is a type of research that raises problems that exist during implementation in the field. Basically, CAR is an investigation process that is used to find or solve an existing problem, in solving the problem is carried out in a cyclical manner with the aim of improving the quality of learning in the classroom and improving learning outcomes in certain classes. There are several cycles in classroom action research, namely the planning, implementation, observation and reflection stages.

This research was carried out at Bakti 1 Islamic Kindergarten Banjarmasin which was carried out in the 2023/2024 school year. The number of children studied in group B1 was 14 children, including 9 boys, and 5 girls.

This research can be said to be successful Teacher activity reached a score of 23-28 with the "Very Good" category, the child's skills obtained a score of 14-16 with the "Very Good" category and classically reached ⩾ 81% with the category "All skilled children", and the results of the development achievement of imitating the form were said to be successful if they individually achieved a score of 3 with the categories of Developing According to Expectations (BSH) and Developing Very Well (BSB). Meanwhile, classically reaching ⩾81% of children obtained at least a score of 3 in the category of Developing as Expected (BSH) and a score of 4 in the category of Developing Very Well (BSB) from Fine motor development imitates shapes neatly and precisely.

RESULTS AND DISCUSSION

The following is a description of teacher activities at meetings 1, 2, 3 and 4 as follows:

Table 1.Recapitulation of Teacher Activities

Meeting	Score	Category
1	20	Good
2	22	Good
3	23	Excellent
4	27	Excellent

Based on the exposure of the data, which shows that the increase in teacher activity in the first meeting obtained a score of 20, the second meeting obtained a score of 22, the third meeting obtained a score of 23, and in the fourth meeting obtained a score of 27. This shows that the teacher's activity has increased so that it is able to achieve the expected success indicator, namely the teacher's activity is declared successful if it reaches a score of 23-28 with the category of "Very Good".

The results of the study show that teacher activity continues to increase by reflecting on each meeting. This increase

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.4 No.2 2024 Page: 18-26

occurs because the teacher always corrects the shortcomings that have not been implemented at the previous meeting so that the teacher is able to master the class to provide an understanding of the activities given to the child regarding the fine motor aspect, imitate the shape neatly and accurately in teaching each meeting so that the teacher is able to improve. In this case, it means that the learning carried out by teachers has reached the Very Good category, learning activities have been in accordance with achievement of the success indicators that have been set, and in the implementation of teacher activities are said to be successful.

Based on the results of the researcher's observations regarding children's skills at meetings 1, 2, 3, and 4, it can be seen that in the first meeting the percentage was 0% with the category of No skilled children, then in the second meeting it obtained a percentage of 57.1% with the category of Some skilled children, in the third meeting it obtained a percentage of 78.6% with the category of Most skilled children, then in the fourth meeting the percentage increased to 100% with the category of All skilled children.

This shows that the child's skills classically every meeting has improved and can be said to be successful, in accordance with the achievement of the expected success indicators, namely the child's skill is declared successful if the completeness reaches ≥81% with the category of "All Skilled Children". So it can be concluded that children's skills when participating in learning in imitating forms using the Project Based Learning, Explicit Instruction, and Media Flannel models were declared successful.

Based on the improvement of children's fine motor development achievements at the meeting 1,2,3 and 4 can be clearly seen in the following table:

Table 2. Recapitulation of Mimicry Development Child Form

Meeting	Percentage	Category
1	0%	BB
2	35,71%	MB
3	78,6%	BSH
4	100%	BSB

Based on the data above, it can be seen that each meeting has increased. In the first meeting obtained a percentage of 0% with the Undeveloped category, then in the second meeting obtained a score of 35.71% with the category of Starting to Develop, in the third meeting obtained a percentage of 78.6% with the category of Developing as expected, then in the fourth meeting there was an increase with a percentage of 100% with the category of Developing Very Good. This makes it clear that the completeness of the learning outcomes at the fourth meeting can be said to have achieved the expected success indicators, namely reaching ⩾ 81% of children who at least obtained a score of 3 in the Developing as Expected category (BSH) and a score of 4 in the Very Good Developing (BSB) category. So it can be concluded that imitating the shape by using the Project Based Learning, Explicit Instruction, and Media Flannel models is stated to be increased.

The tendency to increase all aspects studied is in the form of teacher activities, children's skills, and developmental results imitating the shape of children.

E-Chief Journal (Early Childhood and Family Parenting Journal)
ISSN: 2808-2664 E-ISSN: 2808-2656
Vol.4 No.2 2024 Page: 18-26

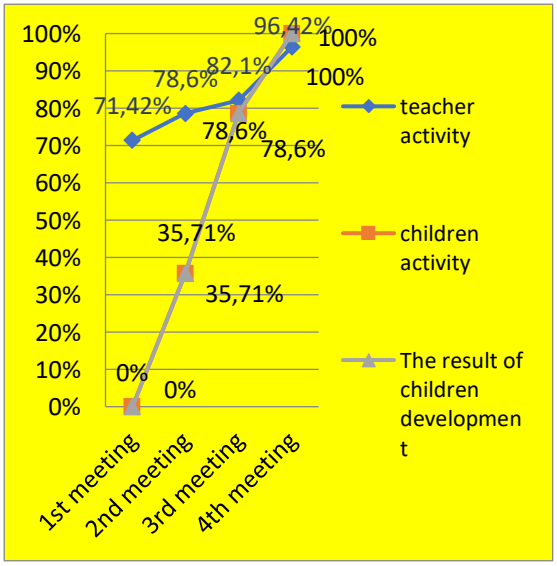

Figure 2. Trend Chart

The role of teachers here is very important because teachers are components that determine the level of success of a learning process, teachers must also always give their best in every effort in facilitating and creating conditions so that their students can learn actively and enthusiastically of their own volition. Therefore, the success of a learning process is highly determined by the teacher's ability to manage learning (Rahma & Anggreani, 2024). In line with Rahmawati & Sari (2022) teachers have a role in planning and designing which will then be carried out by teachers, teachers as learning planners are required to be able to comprehensively understand the applicable curriculum, student characteristics, facilities and resources so that all of these components can maximally support the achievement of learning goals

Teachers with a positive perception of teaching supervision tend to excel, as supervision involves coaching towards teaching improvement (Akhmad Riandy Agusta, Darmiyati, Ali Rachman, 2024; Cinantya et al., 2024; Cinantya Celia, Aslamiah, 2024; Fawwaz, Alwan, 2024; Halimatussa'diyah et al., 2024; Hayati et al., 2024; Purwanti, Aslamiah, et al., 2024; Purwanti, Suriansyah, et al., 2024)

The active role of teachers is very important because the demands of teachers' duties are to facilitate or create a fun learning condition so that children become interested and can learn actively and effectively (Rahmawati & Sari, 2022). In line with Azkia & Sakerani, (2022) who stated that not only presenting material is of concern to teachers, classroom management must also be considered for success in the learning process. Creating a harmonious atmosphere in the classroom is a requirement for creating a conducive learning environment. Through classroom management, children can feel more comfortable and focused when they are indoors.

The achievement of learning goals is also influenced by the teacher's activities in considering learning planning, so that it can support learning which

is expected to require the role of teachers who are able to guide children so that they can carry out their developmental tasks properly. The learning process that is carried out requires several techniques so that children remain interested in learning and do not feel bored. Here, teachers have an important role for children so that they can use methods, models, procedures, and tools such as media that are able to increase children's learning activities. With the demiccina, the success of learning in early childhood can be seen from the

achievement of optimal child growth and development (Indah & Purwanti, 2022; Ramadina & Cinantya, 2022)

Effective learning can be carried out if the teacher conveys that the learning has high competence. Thus, effective learning is a supporting factor for improving child development outcomes. One of them is the level of achievement of children's fine motor development in imitating shapes neatly and precisely.

In terms of children's skills from meeting 1 to meeting 4, it showed a very significant improvement in the learning process of developing skills to imitate children's shapes using the Project Based Learning, Explicit Instruction, and Media Flannel models to achieve success indicators. The indicator of the success of children's skills that has been achieved is supported by quality improvements in the learning process carried out by teachers and evidenced by the teacher's activity score always improving at each meeting.

The success of teachers in learning is seen from the increase in children's activeness and children's ability to receive material, which in teacher learning while children's success in learning is determined by the ability to convey material. This shows that teacher activities and children's activities are interrelated with each other to achieve the expected learning outcomes and learning goals (Nurleni & Anggreani, 2022)

There is an increase in children's activities in learning is also influenced by the models and activities implemented. The selection of learning models also has an influence on the learning process and children's development and facilitates the learning process in achieving goals (Salsabila & Novitawati, 2021). In this case, there is an increase in children's skills because using the Project Based Learning, Explicit Instruction, and Media Flanel models, it can be seen that there is a relationship between teachers and children who support children in receiving learning and teaching materials to be achieved. Children also actively participate in the learning process, shown with high enthusiasm when receiving learning.

The Project Based Learning learning model is a learning model that involves children directly through projects in order to provide a learning experience for children by practicing problem-solving. Through various techniques and supportive media so that children can channel their creativity in developing fine motor skills (Norhikmah & Rini, 2022).

The Explicit Instruction model is a model that is specially prepared to improve children's learning activities related to procedural knowledge aspects. Procedural knowledge is knowledge of rules in a structured and step-by-step manner so that children can easily understand (Fatimah et al., 2021; Norlatifah & Novitawati, 2022)

The increase in development results is due to the better learning process designed and implemented by teachers so that they can make children better understand the material provided .

The improvement of child development has been classically increased in each meeting, this states that learning to imitate shapes using the Project Based Learning model, Explicit Instruction, and Media Flannel can improve child development. It also shows that the increase in results in each meeting is influenced by the teacher's activities, and

the child's activities so that it has an impact on the results of the child's fine motor development, each problem is given a solution where the teacher always reflects to find out the shortcomings in learning. In line with Fatimah et al., (2021) The developmental results of an activity are used to determine the effectiveness of learning and the success of children and teachers in the learning process, the increase in developmental outcomes is due to the better learning designed and implemented by teachers.

CONCLUSION

Based on the findings, it can be concluded that the teacher's activities have been successful and carried out in accordance with the steps and obtained the category of Very Good, so that it has an impact on the skills of children individually with the category of Very Skilled and classically with the category of all skilled children, and has an effect on the results of the fine motor development of children classically with the category of Very Good Development (BSB).

REFERENCES

Akhmad Riandy Agusta, Darmiyati, Ali Rachman, A. F. N. (2024). Student Satisfaction With Educational Services At The Integrated Islamic Primary School Of Qurrata'ayun Hulu Sungai Selatan. *International Journal Education, School Management and Administration*, *2*(1), 1–11.

Azkia, K., & Sakerani, U. &. (2022). Mengembangkan Kemampuan Motorik Halus Anak Menggunakan Kombinasi Model Explicit Instruction Dan Savi. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *7*(1), 1–8.

Cinantya, C., Aslamiah, A., & Suriansyah, A. (2024). Character Education Based on Religious Values in Early Childhood: A School Principal's Leadership Perspective. *International Journal of Social Science and Human Research*, *7*(07), 4968–4973. https://doi.org/10.47191/ijsshr/v7-i07-43

Cinantya Celia, Aslamiah, N. (2024). *THE CORRELATION OF THE WORK LIFE QUALITY AND ORGANIZATIONAL*. *International Journal of Social Science and Human Research*, *2*(1), 12–18.

Fatimah, M., Aslamiah, & Purwanti, R. (2021). Mengembangkan Aktivitas Belajar, Kreativitas Dan Aspek Motorik Halus Anak Menggunakan Model Explicit Instruction, Permainan Puzzle Dan Kegiatan Melipat Pada Kelompok A Tk Aisyiyah Bustanul Athfal 43 Banjarmasin. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *21*(1), 1–9. https://doi.org/10.1016/j.solener.2019.02.027%0Ahttps://www.golder.com/insights/block-caving-a-viable-alternative/%0A???

Faudina, G., & Novitawati. (2022). Developing Fine Motor Skills Using The Explicit Instrcution Model And Assigning Tasks In Cutting Out Patterns Group B In Baitul Makmur Islamic Kindergarten Banjarmasin. *E-Chief Journal (Early Childhood and Family Parenting Journal)*, *2*(2), 11–19.

Fawwaz, Alwan, S. (2024). Pemberdayaan Dan Partisipasi Masyarakat Dalam Pendidikan Menuju Sekolah Bermutu. Jurnal Terapung : Ilmu – Ilmu Sosial, 6(2), 221–238.

Fitriana, & Faqihatuddiniyah. (2022). Mengembangkan Kemampuan Nilai Agama Dan Moral Dalam Meniru Gerakan Shalat Menggunakan Kombinasi Model Explicit Instruction Dan Habit Forming. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *7*(1), 1–8.

Halimatussa'diyah, H., Aslamiah, A., & Suriansyah, A. (2024). Boarding School-Based Character Education Management (Case Study at MAN Insan Cendekia Tanah Laut). International Journal of Social Science and Human Research, 7(07), 4982–4990. https://doi.org/10.47191/ijsshr/v7-i07-45

Hayati, R. P., Suriansyah, A., Purwanti, R., & Agusta, A. R. (2024). Implementasi model cakap berbasis project based learning untuk meningkatkan keterampilan berbicara berbantuan media visual. Jurnal Ilmiah Pendidikan, 14(3), 334–351.

Indah, I., & Purwanti, R. (2022). Meningkatkan Kreativitas Anak Menggunakan Model Explicit Instruction, Metode Pemberian Tugas Dan Media Bahan Alam. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *2*(3), 31. https://doi.org/10.20527/jikad.v2i3.6999

Kementrian Pendidikan Nasional RI. (2014). Standar Nasional Pendidikan Anak Usia Dini No 137 Tahun 2014. *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia*, 1–76. https://portaldik.id/assets/upload/peraturan/PERMEN KEMENDIKBUD Nomor 137 Tahun 2014 STANDAR NASIONAL PENDIDIKAN ANAK USIA DINI.pdf

Mahanani, A. F., Palupi, W., & Pudyaningtyas, A. R. (2022). Identifikasi Perkembangan Motorik Halus Anak Usia 5 – 6 Tahun Selama Penerapan Pembelajaran Daring. *Jurnal Kumara Cendekia*, *10*(1), 1–8. https://jurnal.uns.ac.id/kumara/article/view/55388

Norhikmah, & Rini, T. P. W. (2022). Mengembangkan Kemampuan Sains Anak Dengan Menggunakan Model Project Based Learning Dan Metode Eksperimen. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (JIKAD)*, *2*(8.5.2017), 2003–2005. www.aging-us.com

Norlatifah, & Novitawati. (2022). Mengembangkan Motorik Halus Menempel Menggunakan Model Explicit Instruction, Metode Drill Dan Teknik Mozaik Kelompok B. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *2*(2), 50–58.

Nurleni, Siti & Anggreani, C. (2022). Mengembangkan Rasa Percaya Diri Melalui Model Direct Instruction, Metode Role Playing Berbasis Cerita Daerah. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *2*(8.5.2017), 2003–2005.

Purwanti, R., Aslamiah, A., & Suriansyah, A. (2024). The Leadership School Principal in the Implementation of Local Character Education.

International Journal of Social Science and Human Research, 7(07), 4974–4981. https://doi.org/10.47191/ijsshr/v7-i07-44

Purwanti, R., Suriansyah, Aslamiah, Novitawati, & Rahmiyani. (2024). the Correlation of Work Commitment, School Principal Supervision and Teacher Performance in Kindergartens in Liang Anggang District. International Journal Education, School Management and Administration, 2(1), 27–35.

Qomariah, N., & Cinantya, C. (2024). Mengembangkan Motivasi, Aktivitas, Dan Kognitif Dalam Mengenal Huruf Hijaiyah Menggunakan Model Pandai Pada Kelompok B. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *4*(1), 10. Https://Doi.Org/10.20527/Jikad.V4i1.11723

Rahma, K., & Anggreani, C. (2024). Mengembangkan Kemampuan Sains Anak Menggunakan Model Pjbl Dan Media Loose Parts Pada Kelompok B. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *4*(02), 7823–7830.

Rahmawati, Permatasari, N. (2022). Mengembangkan Kemampuan Mengklasifikasikan Benda Menggunakan Kombinasi Model Explicit Instruction, Examples Non Examples Dengan Media Konkrit. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *2*(1), 1. Https://Doi.Org/10.20527/Jikad.V2i1.4694

Ramadina, N., & Cinantya, C. (2022). Mengembangkan Aktivitas Dan Motorik Halus Anak Kelompok A Dalam Membuat Garis Sesuai Pola Melalui Model Coklat Di Tk Aba 1 Pagatan. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *2*(1), 20. Https://Doi.Org/10.20527/Jikad.V2i1.4696

Rehny, Z., & Sari, N. P. (2023). Upaya Mengembangkan Kemampuan Kognitif Pada Proses Sains Menggunakan Model Project Based Learning Kelompok A Tk. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *3*(2), 18–24. Https://Doi.Org/10.20527/Jikad.V3i2.9132

Reza, Ahya, Rizki, N., & Hananik, I. (2022). Mengembangkan Kemampuan Motorik Halus Menggunakan Model Demonstration Dan Metode Pemberian Tugas Di Kelompok A Ra Muslimat Nu Pasayangan Martapura. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *2*(1), 10. Https://Doi.Org/10.20527/Jikad.V2i1.4695

Salsabila, N., & Novitawati. (2021). Mengembangkan Kemampuan Anak Dalam Aktivitas Eksploratif Melalui Model Picture And Picture, Metode Eksperimen Dengan Media Loose Parts. *Jurnal Inovasi, Kreatifitas Anak Usia Dini (Jikad)*, *140*(1), 6.

Yuridka, Fitrah, N. (2024). Implementasi Kurikulum Merdeka Dalam Era Masyarakat 5.0. Jurnal Terapung : Ilmu – Ilmu Sosial, 6(2), 210–220.